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ABSTRACT

The purpose of "Operation Challenge" developed at the Center of Excellence, North Florida Junior College, is identifying potential college students and motivating them to complete high school and enroll in post-secondary education. During its first year of operation several components were implemented: (1) the identification and coordination of the existing services within the targeted communities; (2) the identification of prospective students; (3) the selection of students to participate in the total program and summer institute and work with and through the leaders within the targeted communities to get their help in assisting students; and (4) volunteering their service to aid in implementing the goals of the program. The capstone activity was planning and implementing a well-organized Summer Institute. A formative evaluation of the first year of the program's operation includes a set of eight statements of program objectives, each accompanied by a list of observed outcomes. A summary is presented of the responses of 15 students to a a questionnaire and to a discussion held on the second day of the 1986 Summer Institute, following the first year of the program's operation. Appended tables list teacher responses to a 100-item questionnaire requesting their opinions on how well the goals on the program were realized. (JD)

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MINORITY STUDENTS ARE ACHIEVING EXCELLENCE IN ACADEMIC AND TEST PERFORMANCE: A MODEL PROGRAM THAT MADE IT HAPPEN

AN EVALUATION STUDY

FOR

THE CENTER OF EXCELLENCE - OPERATION CHALLENGE

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Madison, Florida

by

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CENTER OF EXCELLENCE - OPERATION CHALLENGE:

A FORMATIVE EVALUATION

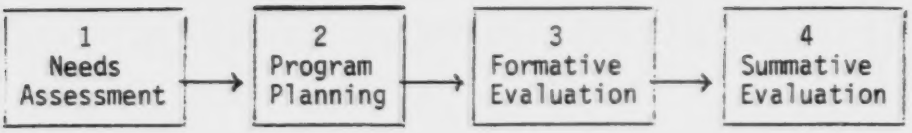
Section I. Introduction

The Center of Excellence, which is located at the North Florida Junior College, Madison, Florida, is striving through Operation Challenge to motivate minority and non-minority students toward excellence in academic achievement.

Specifically, Operation Challenge has as its purpose the identification of potential college students who are not motivated toward college and to motivate these students to complete high school and enroll in post-secondary education.

During its first year of operation, the Center of Excellence, through Operation Challenge, implemented several components: the identification and coordination of the existing services within the targeted communities; the identification of prospective students, and their needs and potential; the selection of students to participate in the total program and summer institute; and work with and through the leaders within the targeted communities to get their help in assisting students, and volunteering their services to aid in implementing the goals of the center. The capstone activity was the planning and implementing a well organized Summer Institute.

EVALUATION MODEL



The Center for the Study of Evaluation, UCLA, indicates that there are four steps in the evaluation process. The steps are needs assessment, program planning, formative evaluation, and summative evaluation. The focus of this study is step three, formative evaluation (Morris and Gibbon, 1978, p. 8).

A. Formative Assessment

For purposes of this report the terms formative evaluation and formative assessment will be used interchangeably. The formative evaluator is essentially the member of a Program-Planning-and-Revision Team who is charged with the task of collecting information about the quality of implementation, attitudes, and achievement ... so that a program can be improved as it develops (Morris and Gibbon, 1978, p. 25). This is the role taken by this investigator, Participant-Observer-Evaluator.

The formative assessment provides feedback data to the administrators to alert them of any deviation from the projected goals. The purpose for this formative assessment is to provide data to the college administrators, and the Center director, and others to aid them in the improvement of the Center's program.

Section II. Motivating Minority Students Toward Excellence in Academic Achievement

A. Background of the Problem

North Florida Junior College established, with the aid of the McKnight Foundation, a Center of Excellence. The purpose of the Center was to work with and through black students, educators, political, business, social, religious and community leaders in increasing the number of minorities completing high school and enrolling in post-secondary education.

B. Targeted Area

The Center of Excellence is serving seven counties: Hamilton, Jefferson, Lafayette, Madison, Suwannee, Taylor in Florida, and Brooks County in South Georgia. The targeted area consists of the following characteristics:

1. It is economically disadvantaged.
2. It has a higher than average percentage of persons with a lower level of educational attainment than the rest of the state of Florida.
3. It has a higher percentage of people in the 0-24 age group than the state's average.
4. It has a higher percentage of minority population than the state's average, with many not completing high school nor entering college.
5. Its population lives in a rural and sparsely populated area.
6. It has a stable population, most persons having lived in the same county and same house for the past five years.
7. Many of its minority students have the potential for completing high school and entering post-secondary education.

C. Operation Challenge

The goals of the Center are implemented through Operation Challenge. Operation Challenge consists of:

1. A County Advisory Committee to:
   a. Identify and coordinate resources within the county and work with students.
   b. Identify specific needs within the county.
2. A County Coordinator who:
   a. Serves as a liaison between the advisory council and the county advisory committee.
   b. Promotes activities, goals and aspirations of operation challenge and the Center of Excellence.
3. An Advisory Council which:
   a. Coordinates resources and training in the targeted area (seven counties).
   b. Advises in the selection of students, consultants, and speakers.
   c. Works with and through the Center director to implement the Center's activities.
4. The Center Director
   a. Administers the Center and promotes operation challenge.
   b. Coordinates activities with North Florida Junior College, the advisory committees, the advisory council, and community leaders.
5. The Center works with students within the local communities, and at the North Florida Junior College in Summer Institutes.

Section III. Description of Evaluation Study

A. Purpose of the Project

The purpose of this study was to conduct a formative assessment of the Center of Excellence (Operation Challenge) at North Florida Junior College during its first year of operation.

B. Methodology

In order to achieve the objective of this study the following procedures were implemented. The study consisted of three phases.

C. Phase I

Phase one consisted of a symposium held on the campus of Florida State University during the summer of 1985., Educators, political, business, social, religious leaders and other community persons involved in the program from the targeted area were invited. The symposium served two purposes: (1) as a forum for reporting on the activities of the Center of Excellence (Operation Challenge); and (2) to collect additional data from the participants. The presentations at the symposium became a data source for the project.

D. Phase II

Phase two consisted of visiting school sites with the Center director, reviewing minutes of the Advisory Council and committee meetings, and observing the activities of the Summer Institute. During the three week Summer Institute every class was observed for an entire class period, at least three or more times. A total of eight persons were observers. The observations resulted in a description of the competencies, concepts, skills, and attitudes that were being taught or modeled by the instructors. A questionnaire was administered to the Summer Institute staff. For the field trips and tour a recorder kept a daily log. The log consisted of the place visited, the name of the recorder, the name of the person or host organization visited, the purpose or objective of the visit, and the activities.

To get additional background data on the McKnight Centers in the state, the investigator visited and observed a two-day meeting of all the Center directors in the state of Florida. The meeting was conducted by Dr. Israel Tribble, the Executive Director of the McKnight Programs in Higher Education in Florida. It was held in Tampa, Florida.

Additional data was collected on the Center of Excellence's follow-up activities when the investigator participated and observed the Black Brain Bowl Program at North Florida Junior College in November, 1985.

E. Phase III

Phase III consisted of the data analysis and results. Phases I and II served as a data source for this report. This is a formative assessment which is intended to provide information to the Center of Excellence's planners and implementor to aid them in the improvement of the Center's operations.

Section IV. Objectives and Outcomes

Evaluation Question

To what extent did the Center of Excellence acheive the nine objectives investigated in this study?

Results:

1. Objective. The identification of sixty (60) minority students with potential for college and motivate them to complete high school and enroll in a post-secondary education institution.

A. Outcome. The Center exceeded its goal of sixty minority students. As a matter of fact, there were several white students in the program. The total number of students enrolled in the Institute was 85 (see Table 1).

Table 1

Student Participation by County

County	Number of Students
Brooks	4
Hamilton	23
Jefferson	12
Lafayette	3
Madison	19
Suwannee	8
Taylor	16
Total	85

B. Outcome. According to the Institute's instructional staff most of the students had the potential for post-secondary education (see Table 2). We will not know the number of students who will actually go on to post-secondary education until after the second and third year.

C. Outcome. The procedure for selecting students with potential for being successful in a post-secondary institution is a strong point. The students were selected by their respective school counselors and a guidance committee. The

Table 2

The Institute's Instructional Staffs' Assessment of the Student's Potential

Item	Percent					Mean	S.D.
	A	B	C	D	E		
1. At least 90 percent of the students appear to have the personal and academic potential for successful performance in post-secondary education (technical school and community colleges).	42	58	0	0	0	1.58	.51
2. At least 85 percent of the students appear to have the personal and academic potential for successful performance in college (academic programs in two and four year colleges and universities).	25	67	8	0	0	1.83	.58
3. If an A, B, or C grade was given for my class, at least 90 percent of the students would have received a "B" or better grade.	25	50	17	8	0	2.08	.90
4. At least 90 percent of my students achieved 90 percent of the objectives set for my class.	8	75	8	8	0	2.17	.72

A - Strongly Agree
B - Agree
C - Somewhat Agree
D - Disagree
E - Strongly Disagree

school counselor and the guidance committee (faculty and others in the school) had hard data such as grade point averages, test data, psychological information, and other assets on student performance and potential that may not have been available to the Center's staff.

2. Objective. The identification and coordination of existing resources within the local communities.

   A. Outcome. The organizational framework for this objective is in place and is being implemented. In the first quarter performance report to the McKnight Foundation it was stated that "advisory committees have been established in all six counties . . . Contact people were responsible for getting people to work in their communities" (January, February, March, 1985, p. 2).

   B. Outcome. In a memo from the Executive Director, Israel Tribble, it was stated that "It appears that the churches and other leaders in the community are enthusiastically supportive and are volunteering the time needed to make the Center successful in each of the counties that you are serving" (May 6, 1985).

   C. Outcome. In the second quarter performance report to the McKnight Foundation it was stated that "Preparations were being made for tutorial centers, student participation in the Summer Institute, and the appearance of Senator Julian Bond at the Center. Many of the members of the board volunteered their services to the Center by collecting needed information

in their communities. There were five volunteers to participate in the Symposium at Florida State University on Motivating Black Students Toward Excellence in Academic Achievement and Test Performance. The county having the most volunteers was Hamilton County. The volunteers served as bus drivers and mentors" (April, May, June, 1985, p. 8).

D. Outcome. The Black History and Culture Brain Bowl was held on the North Florida Junior College campus on November 16, 1985.

3. Objective. The selection of mentors for Operation Challenge, and the type of assistance provided to minority students to aid their entry into a post-secondary institution.

A. Outcome. The mentor serves as a role model and a motivator for the students. He or she serves as a contact person with the student and the student's family. While one of the six counties was slow to act after the reorganization of the committee, much support was generated from the group and many asked to serve as mentors and wanted to go into the homes of the parents to talk with the student participants. The first part of the objective, the selection of mentors, has been achieved (July, August, September, Quarterly Report, 1985). The mentor component is in place, however, further investigation is needed to assess the quantity and quality of assistance provided for the student. It is suggested that the work of the mentors be monitored very carefully. The mentors are key actors in student, parent, and community

relations. They can make or break public understanding in the communities.

B. Outcome - Ancillary Mentors. Ancillary or unofficial mentors were not mentioned in the project proposal, however, it should be noted that this is a strength of the program. Among the mentors in this category are the staff for the Summer Institute, the volunteer observers from the local communities, the student assistant that volunteered, and the chaperon who went on tour with the Institute participants. This group is to be commended, especially the bus driver from Hamilton County.

C. Outcome. The Black History and Cultural Brain Bowl provided an exemplary example of mentoring. The sponsors of the teams actually modeled certain academic learning behaviors as they coached their teams for the Brain Bowl. As a moderator and judge, this investigator was able to observe first hand the results of the mentoring.

It should be pointed out, however, that the Brain Bowl was a good first start and the learning activities for the students was good, but it represented knowledge or recall (Bloom, 1956). It is suggested that other games and learning activities should be designed to develop the higher levels of thinking and problem solving skills of the students. Inasmuch as these students are being prepared for post-secondary education, some type of essay writing should be sponsored by the Center with the aid of the official mentors and the ancillary mentors.

4. Objective. The identification of persons and organizations who are already working with black students in the targeted area and involve them and coordinate their efforts toward the goals of the Center of Excellence.

   A. Outcome. The Center has identified both persons and organizations who were working with black students. However, the data is very limited as to whether the work of the groups and individuals were toward educational objectives that would be congruent with the objectives of the Center. In a quarterly performance report it was indicated that "Mr. Hughes had received a grant to initiate a tutorial program in Taylor County" (January, February, March, 1985). The data does not show the extent of the Center's participation in this project. One of the sponsors of the Hamilton County Voters League Black Brain Bowl Team indicated that they were planning a number of activities that were in line with the goal of the Center.

5. Objective. Coordinate the efforts of all persons and organizations working with minority students in the targeted area and provide leadership and training for them so as to make their efforts more efficient and effective in contributing to the Center's goals.

   A. Outcome. Overall the Center has gotten excellent cooperation from the seven school districts in the targeted area, from merchants in Madison, Florida, local newspapers, radio, and television. Black churches, civic and social organizations have all cooperated with the Center. This was validated through their work with the Black Brain Bowl.

B. Outcome. The North Florida Junior College Board of Trustees and the college administration, including the Center director, have provided excellent leadership for the targeted area. The President and other college officials have participated in many of the Center's activities.

The following comments are illustrations of this leadership.

"I have spoken to clubs and organizations and they have offered suggestions on how they are going to help the students from their communities . . . Never have so many people awakened to the idea of helping black children . . . Many say the Center is the best thing that has happened in the area for the black community" (January, February, March, 1985, pp. 3-4).

"The Center of Excellence certainly has had an impact on the seven county area. It is the talk . . . and there is a great need for expansion . . . students and parents are telephoning long distance asking to participate" (April, May, June, 1985, pp. 8-9). Commendations are in order here for the college administration and the director.

C. Outcome - From the Summer Institute. The students enjoyed their classes and teachers. According to the results from a questionnaire administered at the end of the Summer Institute the students thought the classes should be longer, the work harder and they wanted their high school to be like the Institute. This perception was also expressed by the

observers that assisted the investigator in observing in the classrooms. In talking with students they also verified this perception.

D. Outcome. On pages ten and eleven of the Center's project proposal it is stated that after the services already available . . . have been identified, the Advisory Council would coordinate these efforts and provide leadership training sessions for the different activities. These workshops would be held at North Florida Junior College or within the six counties.

6. Objective. Identify and utilize minority professionals on the local, state, regional and national level to serve as motivators and models for minorities students in the targeted area.

A. Outcome. The Center sponsored Senator Julian Bond in a speech, at which time he met with all of the Advisory Committee members and County Coordinators. Senator Bond also spoke at Madison High School. His speech was followed by a question and answer period, where the students had the opportunity to raise many questions.

B. Outcome. While regional, state, and local professionals may be serving as motivators and models for students in the target area, the data available at this time does not support the achievement of this objective.

7. Objective. Utilize as motivators and models recent graduates from the high schools in the targeted area.

A. Outcome. During the Summer Institute one recent high school graduate volunteered for the entire three weeks. There may have been others.

B. Outcome. During the Black Brain Bowl a number of recent high school graduates who were attending North Florida Junior College volunteered their services. More of this should be done.

C. Outcome. The extent to which recent graduates are being utilized as role models and motivators in the targeted area is not known. This entire area appears to need some consideration.

8. Objective. Plan and implement a Summer Institute.

A. Outcome. The Center of Excellence through Operation Challenge planned and implemented a Summer Institute on the campus of North Florida Junior College from July 15 through August 10, 1985.

The Institute's goals were for the student participants to be exposed to the world around them and be provided with training in the study skills, basic skills, vocabulary of several professions, and social skills. The specific objectives were as follows:

a) Academic growth and development
b) Personal growth and development
c) Employment awareness and options

B. Outcome. The subject content for achieving these objectives were as follows:

1) Academic growth and development

- Mathematics skills
- Communications
- Reading and Testing
- Entomology
- Botany
- FSU Marine Laboratory (science)
- Okefenokee Swamp (science)

2) Personal growth and development

- Group counseling
- Modern dance
- Choral music
- Good grooming
- Lustrasilk (Hair and Grooming Product)

3) Employment awareness and options

- Architecture
- Introduction to computers
- Engineering
- Nursing and health
- Entomology
- Botany
- Parks and rangers
- Saturday-at-the-Sea, FSU Marine Laboratory
- Tour of Florida - the operational aspects of an airport, Disney World, Epcot, Cape Kennedy, and others.

Instruction in the Institute focused on: direct instruction; student responsibility, communicating, monitoring, and checking assignments; teaching style; teacher expectations, teaching behavior and classroom management and student assessment. (See Appendix)

Section V. Student Outcome

Discussion and Questionnaire

On the second day of the 1986 Summer Institute, a questionnaire was administered to fifteen students who had been in the program for a year. The students were representative of all the counties except one, Lafayette. In addition to the questionnaire, a one hour discussion was held with the students as a group.

A. Discussion Summary

The following is a summary of that discussion.

1. The program helped me to clarify what I wanted to do for a career.
2. Became aware of many careers.
3. My communication skills were improved. Able to write better. Took more interest in English.
4. Getting better grades in math.
5. Reading skills have improved. Have more interest in reading. Reading helped with other classes. Reading speed improved.
6. Became motivated. Improved in all classes.
7. Was able to make a decision about college. The work in the program will help in college.

B. Questionnaire Results

The questionnaire consisted of four sections: academic growth and development, personal growth and development, employment awareness and options, and awareness of community related activities. It is interesting to note that 93 percent of the students set specific academic goals for themselves (see Table 1). Also, 78 percent set a goal for attending college or a post-high school institution.

Table 3

Statements	* Percent	Mean	S.D.
I. Academic-Growth-and-Development			
As a result of the Center of Excellence's Program:			
1. You set specific academic goals for yourself.	93	1.43	.65
2. You set specific career goals for yourself.	64	1.86	.95
3. You set a specific goal for attending a college of post high school institution.	78	1.50	.85
4. You improved in your overall study skills and work habits.	57	2.21	.80
5. You improved in your mathematics skills and work habits.	72	2.00	1.04
6. You used the math techniques you learned in the Summer Institute in your math classes in school.	57	2.43	1.09
7. You improved in your communications skills and work habits.	79	1.86	.95
8. You used the communications techniques you learned in the Institute in your classes.	72	1.93	.83
9. You improved in your written communication.	64	2.00	1.04
10. You improved in your oral communication.	72	2.07	.92
11. You improved in your reading skills and work habits.	64	1.93	1.07
12. You used the reading techniques you learned in the Summer Institute in your classes.	61	2.23	.93
13. You developed a better understanding of computers, and have taken a course in computers or would take one, if it were possible.	79	1.71	.83

Percent includes combined:
Agree and Strongly Agree

Table 4

Statements	Percent	Mean	S.D.
II. Personal-Growth-and-Development			
As a result of the group counseling, modern dance, and good grooming:			
14. You improved your skill for setting personal goals.	79	1.79	.97
15. You improved your skill for setting academic goals.	79	2.00	.88
16. You improved your skill for setting career goals.	71	1.86	1.03
17. You improved in your interpersonal skills by being able to detect/elicit interest (in others and others interest in you).	79	1.79	.97
18. You improved in your interpersonal skills by being able to identify things that individuals or group members have in common with each other.	86	1.71	.91
19. You improved in your understanding of the functions of the dance such as (a) fun, (b) ceremony, (c) social function, and (d) exercise.	57	2.21	1.12
20. You improved in your understanding of the many types of dances.	57	2.64	1.34
21. You improved your skill in good grooming, and use it in your daily life.	78	1.79	1.12

Table 5

Statements	Percent	Mean	S.D.
III. Employment-Awareness-and-Options			
As a result of the tour and activities on careers:			
22. You improved in your understanding and awareness of the career options in computers.	64	2.29	.99
23. You improved in your understanding and awareness of the career option in nursing.	57	2.50	1.16
24. You improved in your understanding and awareness of the career options in hotel management (Walt Disney Hotel).	65	2.14	.95
25. You improved in your understanding and awareness of the career options in airport management (International Airport, Orlando, Florida).	78	1.71	.99
26. You improved in your understanding and awareness of career options in the space industry (NASA-Space Center, Cape Kennedy).	86	1.79	.89
27. The Colleges and Universities you visited were North Florida Junior College, Edward Waters College, University of Central Florida and the University of South Florida. As a result of that experience, you improved in your understanding of college/university life and the implications of your personal, academic, and career planning and development.	86	1.71	.91

Table 6

Statements	Percent	Mean	S.D.
IV. Awareness-of-Community-Related-Activities			
28. You were aware of the Black Brain Bowl in your area.	91	1.50	.65
29. You were aware of the Black history oratorical, essay, poetry, poster and scrap book competition.	65	2.36	1.25
30. There are at least two Black Professional adults in your community that you consider as a model for you (you would like to be like these persons).	54	2.38	1.56

Summary

The college and administration and the director of the Center are to be commended on the job that has been done to this point. As shown by the data the objectives were generally achieved. While there are some "soft" spots, my overall assessment is that a good job is being done. My observation of the students in the Black Brain Bowl and the community sponsors leads me to believe that a good deal of enthusiasm has been generated for the Center and its activities.

The Center provided for the students first hand experiences, and an environment that was conducive to learning, group living, socialization with peers, etc. It provided them the opportunity to practice acceptable behavior, manners, conduct, and to develop maturity to adjust in many different situations. The students gaines some valuable experiences and knowledge that can/will enhance their present and future situation(s).

APPENDIX

Table 7

Direct Instruction (Your Instruction)

Item	Percent					Mean	S.D.
	A	B	C	D	E		
1. Focused on specific goals.	85	15	0	0	0	1.15	.38
2. Promoted extensive coverage and high levels of student involvement.	38	62	0	0	0	1.62	.15
3. Selected instruction and materials that matched the goal and actively monitored student progress.	54	23	15	8	0	1.77	1.01
4. Structured learning activities and gave immediate academically oriented feedback based on explicit assessment of the learning goals.	46	46	0	8	0	1.69	.85
5. Created an environment that was task-oriented but relaxed.	69	15	8	8	0	1.54	.97
6. Secured student's attention before beginning instruction.	77	8	0	15	0	1.54	1.13
7. Spelled out objectives in clear, everyday language.	54	31	8	8	0	1.69	.95
8. Review content of previous lessons in preparation for the upcoming presentation or discussion.	54	31	0	15	0	1.77	1.09

A - You strongly agree
B - You agree
C - You somewhat agree
D - You disagree
E - You strongly disagree

Table 7 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
9. Provided a rationale for the lesson so students understood its purpose.	54	31	0	15	0	1.77	1.09
10. Took an active role in presenting new material.	77	15	0	8	0	1.38	.87
11. Provided clear presentations.	77	8	8	8	0	1.46	.97
12. Presented material in small steps, especially when teaching apparent lower-ability students.	54	38	0	8	0	1.62	.87
13. Engaged in teacher-led discussion and student recitation rather than lengthy lecturing.	69	23	0	8	0	1.46	.88
14. Moved along at a reasonably brisk pace and maintained active participation by students.	31	54	15	0	0	1.85	.69
15. Asked questions that student could answer with a high degree of success.	62	23	8	8	0	1.62	.96
16. Varied the cognitive level of questions according to the students' ability levels and your instructional goals.	38	38	15	8	0	1.92	.95
17. Conducted controlled practice of new materials with the whole class, monitored students responses carefully provided feedback to students.	38	54	0	8	0	1.77	.83
18. Checked for students' understanding of the new content.	62	31	0	8	0	1.54	.88

Table 7 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
19. Gave a common seatwork assignment for a short time after being reasonably satisfied that students understood the content.	42	8	25	25	0	2.33	1.30
20. Monitored the class and physically moved about the room during seatwork.	55	18	9	18	0	1.91	1.22
21. Worked individually with those students who appeared to be confused or having trouble.	58	33	0	8	0	1.58	.90
22. Held students accountable for both their assignment and use of time during seatwork.	36	36	18	9	0	2.00	1.00
23. Avoided making long seatwork assignments.	55	45	0	0	0	1.45	.52
24. Regularly assigned some amount of homework that provided students with the opportunity for further drill and practice over the lesson.	27	36	0	36	0	2.45	1.29
25. Not only assigned homework, but held student accountable for accomplishing it.	45	9	18	18	9	2.36	1.50
26. Planned student assessment so as to cause minimal disruption to instruction and routines.	25	50	8	17	0	2.17	1.03
27. Reported assessment results to students in simple, clear language to help them understand and make improvements.	42	42	0	8	8	2.00	1.28

Table 8

Student Responsibility - You Encouraged Student(s) To Work By:

Item	Percent					Mean	S.D.
	A	B	C	D	E		
28. Clarifying overall work requirements.	69	15	8	8	0	1.54	.97
29. Communicating assignments and instructions to students.	77	8	15	0	0	1.38	.77
30. Monitoring work in progress.	69	15	8	8	0	1.54	.97
31. Establishing routines for checking and turning in work.	18	45	9	27	0	2.45	1.13
32. Providing regular academic feedback to students.	31	54	8	8	0	1.92	.86
33. Deciding on a heading for students to use on their papers.	36	9	36	9	9	2.45	1.37
34. Telling students before they started work what kind of paper to write on, whether to use pencil or ink, and whether they may write on the back of the paper.	27	27	18	18	9	2.55	1.37

A - You strongly agree
B - You agree
C - You somewhat agree
D - You disagree
E - You strongly disagree

Table 8 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
35. Deciding on a policy for neatness. Students should know, for example whether paper torn from spiral notebooks is acceptable. And they should know how to treat errors (e.g., draw a line through them, circle them, erase them), and how stringent the standards are about legibility.	27	9	36	18	9	2.73	1.35
36. Developing a policy for dealing with incomplete work. Options include accepting it, but grading only what is done for the grade; or accepting papers only when complete.	27	27	18	27	0	2.45	1.21
37. Paying careful attention, especially at the beginning of the Institute, to the completion of assignments. Talked to a student the first time he or she fails to turn in an assignment. Gave students extra help if needed, but required that the work be done.	33	33	8	25	0	2.25	1.22
38. Making due dates reasonable and clear and no exceptions without good cause.	33	33	8	25	0	2.25	1.22

Table 9

Communicating, Monitoring, and Checking Assignments

Item	Percent A	B	C	D	E	Mean	S.D.
39. Whenever students began any seatwork assignment, you walked by each one to be sure that they were able to do the work correctly and that they had, in fact, started.	73	9	0	18	0	1.64	1.21
40. If the assignment permitted, you got everyone started on seatwork by beginning as a class.	55	27	0	18	0	1.82	1.17
41. You looked around the classroom at frequent intervals, walked around periodically to check students' progress. Used eye contact or a brief word to keep students on task and helped those who needed assistance.	75	25	0	0	0	1.25	.45
42. You had all students participate in student recitations or class discussions.	36	36	9	18	0	2.09	1.14
43. You established routines for checking and turning in work. Explained exactly how students should exchange papers for checking.	36	27	9	27	0	2.27	1.27

A - You strongly agree
B - You agree
C - You somewhat agree
D - You disagree
E - You strongly disagree

Table 9 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
44. You decided on workable systems for getting students' completed papers and, when assigning work, make it clear which system to use (e.g., homework or timed test might be passed in a specific direction with no talking, or classwork might be put in a basket or under a paperweight by students as they finish).	27	36	18	18	0	2.27	1.10
45. You decided on the overall criteria for grading (e.g., daily assignments, papers, projects, notebooks, worksheets, quizzes, participation in class, and extra credit work).	42	25	17	17	0	2.08	1.16
46. You developed a manageable system for recording students' performance.	33	42	8	17	0	2.08	1.08
47. You planned classwork assignments, homework assignments, and checking activities, so that students received a daily evaluation and were kept informed of their progress.	27	36	9	27	0	2.36	1.21
48. You had students keep a record of their progress.	9	36	18	36	0	2.82	1.08

Table 10

Teaching Style - Your Teaching Style is One That:

Item	Percent A	B	C	D	E	Mean	S.D.
49. Provides opportunity during instruction for extensive discussions or questioning.	9	36	18	36	0	2.82	1.08
50. Initiates participation by one of several methods.	54	38	8	0	0	1.54	.66
(a) calling on specific students in a systematic manner,							
(b) accepting volunteers,							
(c) allowing students to answer without raising their hand or being called on, especially in lower-ability students, or							
(d) waiting for some response from students, especially in lower ability students.							
51. Probes, rephrases, prompts, or provides the correct answer to the question if the student gives an incorrect response.	54	38	8	0	0	1.54	.66
52. Accepts the substance of correct parts of an answer, if student gives partially correct answer, provides some feedback to the student, and moves the lesson along.	62	38	0	0	0	1.38	.51

A - You strongly agree
B - You agree
C - You somewhat agree
D - You disagree
E - You strongly disagree

Table 10 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
53. Varies level of questions from single, simple, straightforward requests for verbatim recall with questions that require students to state an opinion or describe how they arrived at an answer.	31	46	15	8	0	2.00	.91
54. Stresses students' understanding of the meaning of the content in the question rather than the form of the students' responses.	31	46	23	0	0	1.92	.76
55. When questioning students on a lesson, asks questions which students can answer at high rates of success, 70 percent of low ability students and 80 percent for high ability students.	31	54	8	8	0	1.92	.85
56. Organizes instructional activities to provide students with interesting and meaningful activities.	85	8	0	8	0	1.31	.85
57. Uses grouping patterns to fit the task.	38	38	15	8	0	1.92	.95
58. Relates class content to the interest of the students.	54	38	8	0	0	1.54	.66
59. In appropriate situations, uses special materials which are matched to the students' ability.	38	46	8	8	0	1.85	.90

Table 11

Teacher Expectations, Teaching Behavior and Classroom Administration

Item	Percent A	B	C	D	E	Mean	S.D.
A. Classroom Requirements - You insisted that students:							
60. Give attention to your instruction.	62	23	15	0	0	1.54	.78
61. Work diligently, at the task of completing in class and homework assignments.	54	38	8	0	0	1.54	.66
62. Demonstrate an attitude of cooperativeness toward you and his or her classmates.	77	23	0	0	0	1.23	.44
63. Give academic activities first priority as opposed to socializing or other activities.	69	23	8	0	0	1.38	.65
B. Teaching Behavior - You:							
64. Expected high achievement from all students in line with their potential.	69	23	8	0	0	1.38	.65
65. Expected students to master (learning for mastery) the content that is in line with their ability.	69	15	15	0	0	1.46	.78

A - You strongly agree
B - You agree
C - You somewhat agree
D - You disagree
E - You strongly disagree

Table 11 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
66. Assumed the role as instructional leader in the classroom and cooperated with the Institute director in dealing with instructional problem.	69	31	0	0	0	1.31	.48
67. Took personal and professional responsibility for higher students' learning.	62	23	15	0	0	1.54	.78
68. Communicated explicitly to students the expected behavior and attitude for classroom performance.	62	31	0	8	0	1.54	.88
69. Gave praise to students when praise was deserved.	85	15	0	0	0	1.15	.38
70. Respected the student's contribution to the class and other student activities.	92	8	0	0	0	1.08	.28
71. Demonstrated enthusiasm for teaching and expressed confidence in students.	85	15	0	0	0	1.15	.38
72. Provided for individual and private counseling sessions regarding instructional problems, if needed.	23	38	38	0	0	2.15	.80
73. Provided the opportunity for students to become responsible for their own behavior and assignments, especially higher achieving students.	54	38	8	0	0	1.54	.66
74. Insisted on an orderly classroom, that contributed to student learning.	77	15	8	0	0	1.31	.63

Table 11 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
75. Devoted more time to instructional activities such as explaining, directing, probing, testing, listening to responses, and demonstrating concepts, ideas and procedures.	38	46	8	8	0	1.85	.90
76. Increased active student participation by being certain that students were doing something with the learning materials, time and the directions provided by you.	38	38	15	8	0	1.92	.95
77. Made fluid transitions between classroom learning activities.	46	38	8	8	0	1.77	.93
78. Used adequate and clear language.	77	15	8	0	0	1.31	.63
79. Observed students during instruction to identify and help the least involved student.	85	15	0	0	0	1.15	.38
80. Made certain that the prerequisite knowledge and skills were mastered by the student before going to a new learning task.	69	23	0	8	0	1.46	.88
81. Provided for closure of the lesson, you summarized the major points of the lesson, asked students to recall ideas or give examples, and answer any final questions that the students had.	50	42	0	8	0	1.67	.89

Table 11 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
C. Classroom Administrator - You Administered the Classroom Effectively By:							
82. Starting the class promptly on time, and having the room environment ready for instruction.	62	31	8	0	0	1.46	.66
83. Making the transition from one activity as quickly and efficient as possible.	54	46	0	0	0	1.46	.52
84. Organizing the classroom so that students could move from one activity to another with the least amount of disruption.	54	38	8	0	0	1.54	.66
85. Organizing the classroom so students could see such visual aids as screens, chalkboards, assignments, posters, etc.	75	17	0	8	0	1.42	.90
86. Handling "housekeeping" matters quickly and efficiently, and keeping class interruptions to a minimum.	67	33	0	0	0	1.33	.49

Table 12

Student Assessment - Your Assessment

Item	Percent A	B	C	D	E	Mean	S.D.
87. Most students were prompt in getting to work on instructional tasks in class.	67	25	8	0	0	1.42	.67
88. Most students perservered in problematic situations involving classroom, home work or other institute activities that you know about.	25	33	33	8	0	2.25	.97
89. Most students' attention and efforts were concentrated on the work at hand.	58	33	8	0	0	1.50	.67
90. Most students were present for at least 95 percent of the (your) classes.	75	25	0	0	0	1.25	.45
91. Most students appeared to have specific academic goals for the immediate future (1-4 years).	25	42	25	8	0	2.17	.94
92. Most students appeared to have specific career goals for the immediate future (1-4 years).	33	42	17	8	0	2.00	.95
93. Most students appeared to have specific personal goals for the immediate future (1-4 years).	25	50	17	8	0	2.08	.90

A - You strongly agree
B - You agree
C - You somewhat agree
D - You disagree
E - You strongly disagree

Table 12 (continued)

Item	Percent A	B	C	D	E	Mean	S.D.
94. At least 90 percent of the students appear to have the personal and academic potential for the successful performance in postsecondary education (technical school and community colleges).	42	58	0	0	0	1.58	.51
95. At least 85 percent of the students appear to have the personal and academic potential for successful performance in college (academic programs in two and four year colleges and universities).	25	67	8	0	0	1.83	.58
96. If an A, B, or C grade was given for my class, at least 90 percent of the students would have received a "B" or better grade.	25	50	17	8	0	2.08	.90
97. At least 90 percent of the students achieved 90 percent of the objectives set for my class.	8	75	8	8	0	2.17	.72
98. An individual assessment was made for each student in my classes.	25	50	17	0	8	2.17	1.11
99. Each student was given feedback on his or her performance (assessment) in class.	45	36	0	9	9	2.00	1.34
100. The Institute director was given feedback (assessment) on each student's performance.	55	9	18	18	0	2.00	1.26